

# Primary School Partnerships with Communities and Families

Jeric A. Jornadal<sup>1</sup> and Marilou F. Rudenas<sup>2</sup>

<sup>1,2</sup>Iloilo State University of Fisheries Science and Technology

**Abstract**— School-family-community partnerships are vital for enhancing academic outcomes, ensuring equitable access, and fostering supportive learning environments. However, empirical evidence on the effectiveness of such partnerships in Iloilo province is scarce. The objective of this study is to assess the perceived effectiveness of elementary schools in Iloilo in partnering with communities and families across four dimensions: student achievement, access and equity, organizational support, and quality of interaction. A comparative cross-sectional survey was conducted among 69 faculty members from eight purposively selected public and private elementary schools. A 38-item questionnaire assessed the four dimensions. Descriptive statistics summarized means, and Welch's One-Way ANOVA tested inter-school differences. The results showed all dimensions were rated "Somewhat" effective (Student Achievement:  $M = 2.60$ ; Access & Equity:  $M = 2.48$ ; Organizational Support:  $M = 2.64$ ; Quality of Interaction:  $M = 2.49$ ). Significant differences existed among schools ( $p < .01$ ). School G and School C achieved the highest ratings, while School B consistently scored lowest. The study concluded that Iloilo elementary schools demonstrate moderate but uneven effectiveness in family and community partnerships. Organizational support is strongest; access and equity require the most improvement.

**Keywords**— school-community partnerships, family engagement, educational equity, student achievement, Iloilo.

## INTRODUCTION

School-family-community partnerships have been shown to enhance student learning, reduce inequities, and strengthen institutional support for education (Epstein, 2010; Coleman, 1988). Such partnerships promote shared responsibility for student outcomes and foster inclusive learning environments. While these benefits are widely recognized, the effectiveness of such partnerships in the province of Iloilo has not been thoroughly examined.

Guided by Epstein's Framework of Six Types of Involvement and Social Capital Theory, this study investigates the perceived effectiveness of elementary schools in Iloilo in four partnership dimensions: student achievement, access and equity, organizational support, and quality of interaction.

### Research Questions:

1. What is the perceived effectiveness of schools in the four dimensions?
2. Are there significant differences in perceptions across schools?

## METHODS

### Design and Participants

A comparative cross-sectional design was used. Participants were 69 faculty members from eight

purposively selected public and private elementary schools in Iloilo.

### Instrument

A standardized 38-item questionnaire measured:

- Student Achievement (11 items)
- Access and Equity (11 items)
- Organizational Support (7 items)
- Quality of Interaction (9 items)

### Procedure

Ethical protocols were followed, including informed consent, anonymity, and adherence to health safety guidelines.

## DATA ANALYSIS

Descriptive statistics summarized data; Welch's One-Way ANOVA determined differences among schools. Significance was set at  $p < .05$ .

## RESULTS

### Overall Effectiveness

Mean scores indicated "Somewhat" effectiveness:

- Student Achievement:  $M = 2.60$
- Access & Equity:  $M = 2.48$  (lowest)
- Organizational Support:  $M = 2.64$  (highest)
- Quality of Interaction:  $M = 2.49$

## School Comparisons

Highest scores: School G (Achievement, Organizational Support), School C (Access & Equity, Quality Interaction).

Lowest scores: School B (all dimensions).

## ANOVA Findings

Welch's ANOVA revealed significant differences for:

- Student Achievement ( $p = 0.006$ )
- Access & Equity ( $p < 0.001$ )
- Organizational Support ( $p < 0.001$ )
- Quality of Interaction ( $p = 0.005$ )

## DISCUSSION

Overall, partnership effectiveness is moderate, with wide inter-school variability. Access & Equity emerged as the weakest area, suggesting barriers such as unequal participation or resource distribution. High-scoring schools demonstrate strong organizational systems and communication practices that could serve as models for others.

Findings align with Epstein's (2010) view that multidimensional engagement improves student outcomes and Coleman's (1988) assertion that social capital—through trust and network-building—supports educational success.

## CONCLUSION

Elementary schools in Iloilo exhibit moderate but uneven effectiveness in partnering with families and communities. Organizational support is relatively strong, while access and equity remain a challenge. Best-practice replication and targeted interventions are essential to address disparities.

## RECOMMENDATION

1. Provide faculty training on engagement and cultural competence.
2. Strengthen communication channels with families.
3. Conduct regular needs assessments to address equity barriers.
4. Foster community collaborations.
5. Promote an inclusive school climate.
6. Continuously monitor partnership outcomes.
7. Utilize digital platforms for outreach.
8. Adopt student-centered involvement strategies.

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## AUTHOR NOTE

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Correspondence concerning this article should be addressed to Jeric A. Jornadal, Iloilo State University of Fisheries Science and Technology, Iloilo, Philippines. Email: jajornadal@isufst.edu.ph